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in a judicious, well-advised article, gives needed warning against the dangers which beset the teaching of contemporary history¹. Suggestions on how to teach the war are offered by Miss Priddy² and Mr. Hill³. A useful and a suggestive leaflet, prepared by the National Board for Historical Services, has been published by the Bureau of Education⁴.

Of the mass of material in the form of leaflets and pamphlets, those best adapted for the use of schools are probably certain publications of the Committee on Public Information and the National Security League. Many of these publications can be secured without cost. Especial mention should be made of the following: "Study of the Great War"; "National Service Handbook," and the "War Encyclopedia." These publications are mines of material for the teacher of civics, history, and correlated subjects. A small charge is made for the two latter pamphlets.

Among its issues the National Security League includes a "Correspondence Course in Patriotism." This is a series of lessons on the war, intended primarily for use in the elementary grades, but high-school teachers will also find it helpful. In addition to suggestions for the use of the subject-matter furnished, each lesson contains specific references to other recent literature on the same topic. These lessons are furnished gratis.

A number of very useful outlines and syllabi on the war have appeared in recent months. Those edited by A. B. Hart⁵ and A. E. McKinley⁶ are exceptionally complete. Each contains a selected bibliography, certain documentary material, extracts from notable articles and books, suggestions for study, and other useful material. A large part of the contents of Mr. McKinley's compilation has been published in the *History Teacher's Magazine*.

II. BOOK NOTES AND REVIEWS

COPE, HENRY F. *Religious Education in the Church*. New York: Scribner, 1918. \$1.25.

The present volume is a treatise of religious education which seeks rather to impose certain theories regarding the various factors connected with the place the church has in the field of education than to present a

¹"Some Suggestions as to the Use and Abuse of Current Events in History Classes." *Ibid.*, March, 1918.

²"How to Teach the World War." *American Schoolmaster*, October, 1915.

³"The War and the Teaching of History." *History Teacher's Magazine*, January, 1915.

⁴"Opportunities for History Teachers." *Teachers' Leaflet No. 1*. Washington, D. C.: Bureau of Education, 1917.

⁵*America at War*. George H. Doran Co., 1918.

⁶*Collected Materials for the Study of the War*. Philadelphia: McKinley Publishing Co., 1918.

very systematic study as to what it has done and is doing in the various lines. It is evident that the author is versed in the literature of his subject and reacts in a vigorous way, but his chapters leave one with the feeling that he has presented very worthy general introductions if he would only follow them with concrete and constructive examples of his theories. The range of his topics is so great that detailed study cannot be expected. He has discussed twenty-four phases connected directly or indirectly (some of them quite indirectly) with the title of the book. He has taken education in its broader sense. He presents in a very stimulating way in the first chapter the questions facing the church and argues forcibly for a readjustment of the educative agencies of the church in order to meet the present conditions. Only one of the twenty-four chapters is directly concerned with the church and the public school. The topics herein discussed are typical of those treated in other chapters. They are: "Mutual Dependence of Church and School," "The American Situation as to Religious Instruction," "Various Experiments Described," "Conditions of Success," "Community Unity," "Principles of Any Experiment."

I should say the chief contributions of the book to students in education are the author's ability to assimilate what others have written on the subject and to present these, tempered by his own thought, in a conservative and illuminating manner. At the close of each chapter is an excellent list of references dealing in detail with the topics of the various chapters.

L. V. CAVINS.

BOLENIUS, EMMA. *Everyday English Composition*. New York: American Book Co. 1918.

The author in the present volume of some 325 pages has attempted to treat almost every phase of everyday English.

Part I takes up the tools of language. First, various forms of letters are studied; next, spelling, punctuation, parliamentary procedure, correct use of words, grammar, and various facts about composition follow in order. Concrete illustrations on the use of the dictionary and a study of words completes Part I.

Part II deals with "Practical Composition." Under this section the author discusses the following: "How to Tell a Story"; "The Fable"; "How to Make Good Word Pictures"; "Letters of Application"; "How to Explain"; "How to Convince"; "Reporting"; "Advertising"; "Plays and Pageants."

The book is certainly a departure from the hackneyed treatment of grammar and composition.